INSTITUTE FOR TEACHING, LEARNING
AND ACADEMIC LEADERSHIP
UNIVERSITY AT ALBANY
State University of New York

ITLAL Annual Report 2021-22
(Inclusive of Summer 2021)

Contents

I. ITLAL Mission and Overview

ITLAL is a center for faculty development, with the mission of promoting and supporting evidence-based teaching and professional practice to improve faculty careers and increase student learning. Toward this goal, the Institute provides instructional support services and programs of professional enhancement to all UAlbany faculty and instructional staff. ITLAL also provides programs for professional preparation of graduate students seeking careers in academe.

In addition to our typical activities (i.e., workshops and events, individual consultations, curation and development of teaching resources, student survey services, and media support), in 2021-22 we continued to focus a great deal of energy and attention on providing support for instructors in navigating the ongoing challenges presented by the COVID pandemic.

II. Personnel for 2021-22

ITLAL reports to the Associate Vice Provost for Faculty Success in Academic Affairs.
- Aviva Bower, Ph.D., Instructional Consultant
- Billie Franchini, Ph.D., Director
- Diane Hamilton, Ph.D., Instructional Designer for Online Teaching and Learning
- Nataliya Karablina, Future Faculty Fellow (Graduate Assistant)
- Judy Lasher, Office Manager

III. User Highlights

Usage of core ITLAL services remained high in 2021-22.
- **702** individual consultations with faculty/staff and graduate students
- **210** individual faculty/staff users
- **118** graduate student users
- **130** participants in workshops and events for all faculty and instructional staff (**68** in ITLAL workshops, **62** in Designing for Online Learning workshops)
- **15** participants in inaugural virtual Course Design Academy
- **52** participants in academic job market preparation workshops for graduate students
- **7** customized or collaborative programs for groups across and outside the UAlbany campus with ~**185** participants
- Continued demand for ITLAL services: **257** requests for student survey services, **56** requests for streaming media services (**104** files)

IV. Faculty Development Events (Workshops, Academies, etc.)

A. *Instructional Leadership Academy*

In 2021-22, ITLAL resumed its Instructional Leadership Academy series with a virtual offering of *Course Design for Deeper and More Lasting Student Learning* in June 2021. There were **15** participants in this inaugural event. As part of the shift to a synchronous online format, the Academy transitioned from two full-day workshops to six short (90-120 minute) sessions. This Academy is designed to help instructors use the backward design process to design a new course or re-design a course they have previously taught. In addition to the workshops, faculty are encouraged to follow up with ITLAL consultants prior to and throughout the semester in which they are teaching their newly-designed course. Interest in this offering has remained consistent (**163** total participants to date), which demonstrates that our constituents recognize the benefit of developing strategies to address course design at a deep level.

B. *ITLAL Workshops and Events for All Faculty and Instructional Staff (full event descriptions in Appendix A)*
In 2021-22, ITLAL workshops focused on transitioning back to the in-person classroom and supporting student success. All workshops were offered in virtual format via Zoom, in some cases with multiple iterations to accommodate as many participants as possible.

Dates	Title of Event	Attendance
Aug. 9, Sep. 9	Using Your Recorded Lectures to Flip Your Class	10
Aug. 11, Sep. 13	Using Disagreement to Develop Students' Thinking	12
Aug. 13, Sep. 15	Using Scaffolding to Help Students Learn	10
Aug. 17, Sep. 17	Using Discussions Effectively	7
Aug. 19, Sep. 21	Using Lecture Pauses to Ensure Interaction in Large Classes	7
Feb. 8	Helping Students Persist through Your Course	9
Feb. 9	Helping Students Succeed in Class Discussions	10
Feb. 10	Helping Students Succeed on Assignments	3
Total		**68**

C. *Designing for Online Learning Workshops (full event descriptions in Appendix B)*
Designing for Online Learning workshops are designed and facilitated by the Instructional Designer for Online Teaching & Learning and are offered in a variety of formats. During Fall 2021, asynchronous workshops were offered as one-week modules in Blackboard, and synchronous sessions were offered on Zoom. During Spring 2022, participants had the opportunity to take five asynchronous modules in Blackboard as a course.

Dates	Title of Event	Attendance
Jun. 21-25	Building Online Classroom Environments through Essential Interactions (asynchronous module)	16
Jul. 5-9	Planning Accessible Online Courses (asynchronous module)	4

Dates	Title of Event	Attendance
Jul. 19-23	Facilitating Discussions across Time and Space (asynchronous module)	5
Aug. 16-20	Working with Copyright-Protected Materials in Online Course (asynchronous module)	2
Sep. 20-24	Ongoing Improvement of Online Teaching through Guided Self-Reflection (asynchronous module)	2
Sept. 28	Aiming for High-Quality, Legally Compliant Online Courses (synchronous session)	10
Sept. 30	Planning Online Courses to Meet the Needs of Non-Traditional Learners (synchronous session)	5
Oct. 4-8	Building an Online Classroom Environment through Essential Interactions (asynchronous module)	8
Feb. 7-Mar. 11	Designing for Online Learning Professional Development Course (asynchronous course)	10
Total		**62**

D. Customized Events for Special and External Audiences

Date	Title of Event	Attendance
Jun. 16 and Jul. 7	Brown Bag Sessions for New Instructors in Educational and Counseling Psychology	11
Jul. 9-10, Jul. 23-24, Oct. 8-9, Oct. 26-27, Mar. 11-12, Mar. 25	NSA Cybersecurity and Digital Forensics faculty teaching workshops (offered for faculty from multiple institutions, offered in support of a School of Business grant)	47
Apr. 6	"Fostering Persistence and Success for all Students" (workshop for School of Social Welfare Faculty)	~30
Aug. 20	What can ITLAL do for you? (presentation at Rockefeller College Orientation for new graduate students)	14
Apr. 7	"Using Case Studies to Build Expertise" (workshop for faculty from the Republic of Georgia, offered for School of Public Health)	8
May 5	"Integrating the Practice Paradigm into an Authentic Curriculum" (workshop for School of Social Welfare Teach-In)	25
May 18	"Fostering Persistence and Success on Assignments" (workshop for First-Year Experience Conference)	50
Total		**~185**

V. Specialized Support for Faculty

ITLAL's support of instructors teaching statistics courses continued with the ongoing work of the Statistics Instructors Learning Circle (SILC), composed of faculty across departments who teach statistics courses. SILC met twice in Fall 2021 with **11** total attendees and three times in Spring 2022 with **9** total attendees. The group plans to continue its work in the 2022-23 academic year.

The COVID-19 crisis made the challenges of work-life balance even more apparent for many faculty, and ITLAL responded to these challenges by starting the "Parenting with a Ph.D." group in 2020-21. This group continued to collaborate in 2021-22, with five meetings and **3** total participants.

VI. Graduate Student Professional Development and Preparation to Teach

A. Future Faculty and Teaching Development Program
Modeled after the "Preparing Future Faculty" initiative nationwide, ITLAL's Future Faculty Program is now in its ninth year of operation. Requirements for completion of the program were revised in 2021-22 and now include successful completion of coursework (courses listed below) and attendance at three teaching-focused workshops or one multi-day Instructional Leadership Academy. To date, **21** students have completed all requirements, and **7** students are currently enrolled in the program.

B. *Future Faculty Courses*

Enrollment in the future faculty courses has remained stable and feedback has been overwhelmingly positive. The course instructors work to ensure ongoing improvement in the curriculum, using the courses as additional opportunities to model active learning techniques for the college classroom.

Semester	Course	Enrollment
Fall 2021	ACAS 601/RPAD 590/RPOS 611: Seminar in College Teaching	8
Fall 2021	ACAS 603/RPAD 592/RPOS 613: Becoming a Reflective Teacher	2
Spring 2022	ACAS 602/RPAD 591/RPOS 612: Preparing for the Professoriate	17
Total		**27**

Enrollees in these courses represented the following colleges: College of Arts & Sciences (16); School of Public Health (3); Rockefeller College (3); School of Social Welfare (2); College of Emergency Preparedness, Homeland Security, and Cybersecurity (1); College of Engineering and Applied Sciences (1).

C. *Professional Development Workshops for Graduate Students and Future Faculty (full event descriptions in Appendix C)*

These interactive workshops focus on providing future faculty with knowledge and strategies for success on the academic job market. Many participants engage in follow-up consultation for more intensive support.

Date	Title of Event	Attendance
Oct. 13	Prepare for the Academic Job Market: Effective CVs	11
Oct. 21	Prepare for the Academic Job Market: Effective Cover Letters	7
Oct. 29	Prepare for the Academic Job Market: Effective Teaching Statements	7
Feb. 18	Making a Strong Impression in Zoom Interviews	9
Feb. 24	Powerful Zoom Teaching Demonstrations	5
Mar. 4	Secrets of an Excellent Zoom Job Talk	13
Total		**52**

VII. Consulting and Assessment Services

A. *Individual Consultations*

Individual consultations vary in format, including in-person and online class observations, face-to-face meetings, and extended phone and online exchanges. Common consultation topics include course design, increasing student engagement, assessing student learning, academic career development, and others. Many consultations in 2021-22 continued to focus on helping instructors navigate the challenges of the COVID pandemic and ensure that they could support students' academic success and well-being.

Consultations 2021-22
n = 702
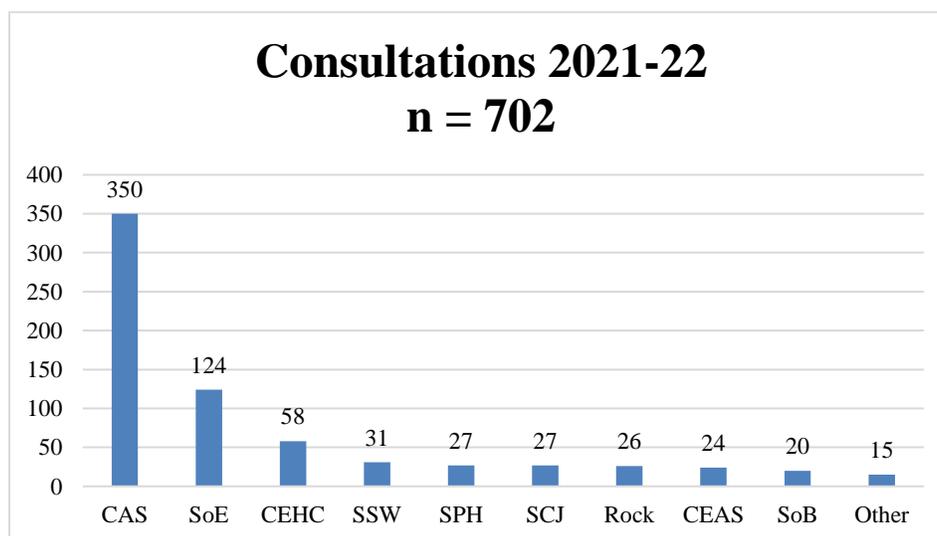
B. Early Semester Survey Service

ITLAL's Early Semester Survey service supports instructors in soliciting feedback from their students before or at midterm in order to diagnose and respond to any issues that may be emerging. In 2021-22, we processed a total of **257** requests for surveys, **115** in Fall 2021 and **142** in Spring 2022. Beginning in Fall 2021, we returned to offering paper surveys for use in in-person classes but also offered the option of online surveys for instructors who preferred not to distribute and collect paper surveys. Regardless of survey modality, all instructors who request surveys receive a thorough report of all student feedback and the opportunity to consult with ITLAL staff to interpret and act on survey findings.

VIII. Web and Print Resources

ITLAL's extensive [web-based resources](#) continue to be visited frequently by faculty and faculty development specialists at the University at Albany and at other institutions. Our website traffic from 6/1/21 to 5/31/22 included **23,570** unique page views and **10,960** visitors to our site.

In 2021-22, ITLAL published two editions of the Teaching@Albany newsletter: *Simple Strategies to Help Your Students Prepare for a Successful Semester by Taking Charge of Their Learning* (Winter 2022) and *Ensuring Care, Trust, and Persistence: A New Perspective on Student Feedback* (Spring 2022). These articles were distributed electronically via email to ~1200 readers and were also published on the ITLAL website.

IX. Media Services

ITLAL continues to provide digitization services for faculty, transferring nearly any kind of media into files that can be made available on the Ensemble Media platform, a service facilitated by ITS. Because the RealMedia server was decommissioned in 2017 and many files converted for uploading to the new platform, there was a spike in the number of files processed in 2016-17, which continued into 2017-18. In 2020-21, the shift to more remote forms of instruction led to a spike in requests and the total number of files processed.

Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total number of requests	338	132	96	86	96	56
Total number of files processed (converted, digitized, or edited)	4006	740	305	190	263	104

X. Committee Work and University Service

ITLAL staff members served on the following committees and work groups.
- LMS Planning and Implementation Core Team
- Open Educational Resources Working Group
- SUNY University Faculty Senate
- Teaching and Learning Advisory Group (ITS)
- UAlbany Electronic and Information Technology Accessibility Committee
- University Open Access Policy Working Group
- University Senate
- University Senate Council on Libraries, Information Systems, & Computing (LISC)
- University Senate Executive Committee
- University Senate Governance Council

Appendix A: 2021-22 ITLAL Workshops for All Faculty and Instructional Staff

Summer and Fall 2021

Theme: Making the Most of What We've Learned from a Year of Remote Teaching
As we move toward an academic year that looks more "normal," we have a great opportunity to build on the lessons we've learned from the past year. This slate of workshops focuses on how we can put new ideas and experiences from our challenging COVID year to work to improve our students' learning. Join us as we recontextualize a difficult year as an opportunity to strengthen our teaching practices!

Using Your Recorded Lectures to Flip Your Class (August 9, September 9)
Many instructors recorded lectures for asynchronous classes during the past year, and we know those are valuable resources that could help us "flip" our classes. But how can we ensure that our students really engage with these lectures and are prepared to use what they've learned when they come to class? In this workshop, we will consider the best strategies for flipping your classroom so that students get the most out of both the lectures they watch on their own and their time with us in class. You will leave with a set of concrete ideas for a flipped classroom approach to improve student engagement and learning.

Using Disagreement to Develop Students' Thinking (August 11, September 13)
A key concern for instructors last year was ensuring that students navigated remote discussions in a civil and productive manner. Discussing "hot button" topics can be just as challenging in the face-to-face classroom, especially when an exchange becomes heated because it takes an unanticipated direction. If we aren't prepared for these conversations, we can quickly feel like we're losing control or that student interaction is becoming unproductive or upsetting. In this workshop, you'll learn strategies for navigating difficult discussions. You will leave with ideas for how you can help students use disagreement to develop their thinking and interact more productively.

Using Scaffolding to Help Students Learn (August 13, September 15)
The proliferation of online courses in the past year taught us the value of providing structure and guidance to support student learning. How can we use some of the same practices that helped students in our online courses when we move back to more in-person learning this year? In this workshop, you'll learn strategies for helping students become more autonomous learners while still doing meaningful, challenging work. You will leave with ideas for how you can provide scaffolding to help ensure student success in any course.

Using Discussions Effectively (August 17, September 17)
For many instructors, discussions played an even larger role in our teaching in the last year, whether in Zoom Breakout Rooms or Blackboard Discussion Boards. Now how can you translate what you learned in the online space to design discussions for in-person classes? In this workshop, we will examine and discuss why and how classroom discussions go well (or don't go well) in our courses. Participants will learn and experience strategies for designing and managing discussions that can be adapted to any classroom situation.

Using Lecture Pauses to Ensure Interaction in Large Classes (August 19, September 21)
During remote learning, instructors in large Zoom classes realized they couldn't simply gauge student understanding by looking across the lecture hall for nodding heads or busy note-taking. These instructors discovered the value of incorporating simple but deliberately designed learning activities, sometimes called lecture pauses, to ensure student interaction with lectures. In this workshop, you will learn how to use these activities in your face-to-face large lecture classes. You will practice lecture pause strategies and leave with concrete ideas that you can put to use in your next class.

Spring 2022

Theme: Small Changes to Support Student Success
As we transitioned back to a semester with more in-person classes in the fall semester, faculty were frequently dismayed to find many students struggling. While the challenges students are facing can feel overwhelming, the good news is that you can make small changes that will have a big impact on their motivation, preparation, and tenacity. Join us for a week of workshops that focus on high-impact strategies that will support student learning—without adding a lot of extra work for you!

Helping Students Persist through Your Course (February 8)
When students are struggling, it's easy to believe that this means they aren't prepared for the academically rigorous work our disciplines require. In many cases, however, we can improve their chances of success—and their motivation to persist when hard work is required—by building more guidance into the course. This workshop will introduce simple strategies for helping students become better learners while still doing meaningful, challenging work. You will leave with ideas for small, easy-to-implement changes that will make a big difference in students' persistence and success.

Helping Students Succeed in Class Discussions (February 9)
Faculty were excited to get back to real-time, in-person discussions in the classroom this year but discovered that many students were not as skilled in or confident about participating in discussions as they had hoped. If we want students to discuss challenging problems or complex concepts, we need strategies for getting them accustomed to and involved in engaging discussions. In this session, we will explore why and how classroom discussions go well (or don't go well) in our courses. Participants will learn and experience strategies for designing and managing discussions that can be adapted to any classroom situation.

Helping Students Succeed on Assignments (February 10)
Often we create assignments that we hope will motivate students and lead to greater learning, but we find ourselves disappointed and frustrated by the end results. If we want students to feel motivated to persist and learn from our assignments, we need to clearly communicate some key aspects of the work those assignments require. In this interactive workshop, you will learn what the research has to say about designing and communicating assignments effectively, and you will leave with a template that you can put to work right away.

Appendix B: 2021-22 Designing for Online Learning Workshops

Summer 2021 (All workshops offered asynchronously on Blackboard)

June 21-25: Building Online Classroom Environments through Essential Interactions
This module focuses on how to create an engaging, interactive online course through development of specific learning experiences, experiences that engage students with content, you, and each other. You can create a "classroom feeling" in an online course to facilitate learning even though you and your students are not in the same room at the same time.

July 5-9: Planning Accessible Online Courses
This module focuses on how to design and develop a more accessible online course through creating files with simple accessibility features, captioning video content, and creating accessible mini-lectures from slide files. Ensure all students can benefit from the education you are providing and have a real opportunity to succeed.

July 19-23: Facilitating Discussions across Time and Space
This module of the course focuses on how to design and manage discussions that occur asynchronously, across several days through an online interface. You can create a rich conversation in an online course even though you and your students are not in the same room at the same time. You can foster deeper learning and appreciation for the content by encouraging reflective, analytical thinking in all student responses.

August 2-6: Empowering Student Success
This module focuses on how to help students become more independent learners who can succeed online. You have the power, not only to provide the necessary supports for success in your course, but also to shape student learning practices that will serve them well into their future.

August 16-20: Working with Copyright Protected Materials in Online Courses
This module focuses on how to ensure appropriate use of copyright protected materials in online course environments. Assessing your use and management of copyright protected materials involves awareness of Fair Use and the TEACH Act requirements. While not a source of legal advice, this module does offer information and best practices to assist you.

Fall 2021

September 20-24: Ongoing Improvement of Online Teaching through Guided Self-Reflection (Asynchronous workshop offered on Blackboard)
This module focuses on how to think through your teaching practices in ways that separate design plans from instructional facilitation. You can learn more about how your actions and reactions with students impact their learning and participation. Join your colleagues in considering this fascinating aspect of online teaching and learning.

September 28: Aiming for High-Quality, Legally Compliant Online Courses (Virtual workshop offered on Zoom)
This informational session will review important aspects of high-quality online instruction including essential considerations for meeting legal requirements related to "regular, substantive interaction" and accessibility. Meeting these requirements is a hallmark of effective instruction and helps to better instruction for all learners. Join in to ask questions and discuss with colleagues.

September 30: Planning Online Courses to Meet the Needs of Non-Traditional Learners (Virtual workshop offered on Zoom)
In this interactive workshop, you will explore some of the changing demographics in our online students and how best to

address their unique challenges. Shifting from pedagogical practices to those more appropriate for these often older adult learners will be shared and explored. Leveraging the unique contributions of more experienced learners is also encourages. Come to share ideas or ask questions!

October 4-8: Building an Online Class Environment through Essential Interactions (Asynchronous workshop offered on Blackboard)
This module focuses on how to create an engaging, interactive online course through development of specific learning experiences, experiences that engage students with content, you, and each other. You can create a "classroom feeling" in an online course to facilitate learning even though you and your students are not in the same room at the same time.

Spring 2022

February 7-March 11: Designing for Online Learning Professional Development Course (Asynchronous course offered on Blackboard)
This semester, OTL is offering an opportunity to catch up on the Designing for Online Learning Professional Development offerings through an asynchronous online course. The five core modules in the series will be offered as a course running from February 7 through March 14. It is set up to be taken in a self-paced manner as well as facilitated. This means that participants can do all five modules in sequence on a weekly plan as the course is intended (this maximizes potential contact with colleagues around the same materials at the same time), or you can complete only the modules you are interested in and/or need to complete the DOL series. Completion of the five core modules (Building an Online Classroom Environment through Essential Interactions, Facilitating Discussions Across Time and Space, Empowering Student Success, Planning More Accessible Online Courses, and Working with Copyright Protected Materials in Online Courses) earns a letter of acknowledgement from OTL. Either way, all individual practice activities related to your teaching practice will receive professional feedback.

Appendix C: 2021-22 ITLAL Workshops for Graduate Students

Fall 2021

Theme: Preparing for the Job Market
The academic job market is more competitive than ever, and it is crucial that prospective candidates have carefully prepared and tailored the materials that search committees typically request as part of an application. In this three-part series, you will learn the secrets of how to prepare a CV, cover letter, and teaching statement that will get you noticed. This series of short, high-impact workshops will provide you with the resources and support you need as you apply for faculty positions.

Prepare for the Academic Job Market: Effective CV's (October 13)
No matter what kind of job (or grant!) you apply for in academe, you will be expected to submit a CV. How do you make sure your CV communicates your accomplishments effectively and efficiently so that your application makes it into the "interview this person!" file? This isn't an easy task, but there are strategies that can help you meet the challenge successfully. In this interactive workshop, you will learn the key principles of crafting an effective CV that will convince prospective employers that you have the skills and experience required for the job. You will have an opportunity to begin sketching out a plan for using those principles and be invited to work further on your CV with an ITLAL consultant.

Prepare for the Academic Job Market: Effective Cover Letters (October 21)
What does your cover letter communicate to a search committee? Will they see you as a potential colleague or as a desperate graduate student? The cover letter is your first interaction with the search committee and will set the tone for future interactions (and may determine whether there are any!). In this interactive workshop, you will learn the key principles of writing an effective cover letter that will impress search committees. You will have an opportunity to begin sketching out a plan for using those principles and be invited to work further on your cover letter with an ITLAL consultant.

Prepare for the Academic Job Market: Effective Teaching Statements (October 29)
Whether you apply for positions at research-oriented universities or teaching-focused community colleges, or anywhere in between, you will be asked to communicate your approach to teaching. Teaching statements are notoriously difficult to write, but even if you have very little teaching experience, you can write a strong teaching statement! In this interactive workshop, you will learn the key principles of writing an effective teaching statement that will persuade the search committee that you will be an asset to their students. You will have an opportunity to begin sketching out a plan for using those principles and be invited to work further on your teaching statement with an ITLAL consultant.

Spring 2022

Theme: Preparing for the Job Market: Successful Zoom Interviews
The academic job market is more competitive than ever, and now prospective candidates must be prepared for screening and extended interviews (what we used to call the "on-campus interview") conducted entirely on Zoom. In this three part series, you will learn how to prepare for interviews, how to prepare a teaching demonstration, and how to prepare your "job talk" (the overview of your research required for most searches). This series of short, high-impact workshops will prepare you for the new reality of the academic job market. Register for all three or choose those you need most.

Making a Strong Impression in Zoom Interviews (February 18)
If you're getting ready for the academic job market or you're on it, you must be prepared for interviews in the age of Zoom! In this interactive workshop, you'll learn about the different purposes of interviews and the best ways to prepare for them. You'll leave with a clearer sense of what to expect during interviews, how to avoid potential pitfalls, and how to make the most of the Zoom platform so that you come across as the calm, collected professional they are looking for. You will have an opportunity to begin planning for the interview and be invited to work further on your interview skills and strategies with an ITLAL consultant.

Powerful Zoom Teaching Demonstrations (February 24)
Are you ready to demonstrate your teaching skills on the Zoom platform? Don't wait to prepare! Whether you're applying for a teaching-focused or a research-focused faculty position, you will be required to demonstrate your teaching ability during the extended interview (what we used to call the "on-campus interview"). This interactive workshop will help you make good decisions based on the context of the demonstrations you may be asked to do and give you some ideas of how to best communicate your teaching skills in this high-pressure situation. You will have an opportunity to begin planning for the teaching demonstration and be invited to work further on the demonstration with an ITLAL consultant.

Secrets of an Excellent Zoom Job Talk (March 4)
Whether you are interviewing for a position that focuses on teaching or research, you are likely going to be asked to give the "job talk," where you share your research with the search committee and other attendees. But what are you really being asked to do when you give the job talk? If you don't know the secrets of the job talk you risk confusing or boring your audience during this crucial part of the extended interview (what we used to call the "on-campus interview"). In this interactive workshop you'll learn how to create a Zoom job talk that impresses the audience and communicates more than just your research. You will have an opportunity to begin planning for the job talk and be invited to work further on the job talk with an ITLAL consultant.